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ABSTRACT

This handbook is designed to provide a basis for discussion or training sessions on teacher-administrator relationships. The first section of the handbook examines communication problems and describes effective and ineffective communication techniques. Discussion questions and guidelines for communication improvement are listed for administrators and teachers. Features of conferences that promote attitude and behavior change are discussed in the second section. Steps in conference planning and evaluation are suggested. The third section deals with observation techniques that can improve teacher evaluation skills. An outline is presented of a team approach to classroom observation, consisting of a cycle of preparation, observation, analysis, conference, and conference analysis. Observation guidelines and supervisor objectives are included. The fourth section examines the definition and procedures involved in teacher evaluation in terms of capabilities and need for improvement. Written for the evaluator, the essay describes the rationale and purposes of different kinds of evalaution methods. Bibliographies are appended to each section. (FG)

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Essential Phases of School Personnel Management: Communication, Conferencing, Observation and Evaluation

by

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1982

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PREFACE

The purpose of this handbook is to provide education administrators and faculty things to consider about communications, conferencing, observation, and evaluation. Administrators may want to conduct training sessions to accompany this handbook, realizing however that training sessions will not make the faculty an "expert" in any of these areas. There are few experts in any one of these fields, much less all of them.

The intention of this handbook is to broaden the data base of an individual and through discussion and sharing of ideas in proposed training sessions, raise the level of competence and confidence about the ability to do the task. There are many concerns about these critical phases of education. Hopefully this handbook will be of assistance and can provide a reference during the school year as various situations are encountered related to communication, conferencing, observation, and evaluation.

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COMMUNICATIONS

COMMUNICATIONS AT SCHOOL

Communication has always been a problem in the field of education. Communications between principal-teacher; teacher-student; parent-teacher are of concern to most school administrators and teachers.

Communication is defined as the process of passing information and understanding from one person to another. Part of the problem may lie here - are educators passing information and passing understanding? There is a big difference! Communication is essentially a bridge of meaning between people. By using this bridge of meaning a person can safely cross the river of misunderstanding that separates all people (Davis, 1977: 372). Teachers and Administrators should remember the old saying "a message may reach a person's desk, but not his mind!"

THE COMMUNICATION PROCESS MODEL

1. Idea (Individual has a message)	2. Encoding (Converting idea to words)	3. Transmission (One-to-one, by a memorandum, by P.A. announcement, etc.	4. Receiving (Teacher or administration receives message)	5. Decoding (Convert words to ideas for understanding)	6. Action (Stores messages for future use)

(Davis, 1972: 372)

In the communication process - one of the greatest concerns is understanding - try to understand what I am saying - how I feel. Most of us are happy and satisfied when we feel that we are understood and most unhappy when we feel we are not. To be understood is to be appreciated. Communication can further be defined as the sharing of ideas and feelings in a spirit of maturity and reciprocity. In communication we earn the right to speak by listening. (This can be principal, teacher, or parent). Remember one-half of any conversation is listening!

Ten Guides for Effective Listening:

1. Stop Talking! (You cannot listen if you are talking.)
2. Put the talker at ease. (Help a person feel free to talk.)
3. Show a talker that you want to listen. (Look and act interested.)
4. Remove distractions. (Don't doodle, etc.; close the door.) Look at speaker.
5. Empathize with talkers. (Try to see their point of view.)
6. Be patient. (Allow plenty of time. Do not interrupt.)
7. Hold your temper. (An angry person takes the wrong meaning from words.)
8. Go easy on argument and criticism. (Don't put people on defensive, they "close" up.)
9. Ask questions. (This encourages the talker, helps develop points further.)
10. Stop Talking! (This is first and last. Nature gave us two ears and only one tongue, which means we should listen twice as much as we talk!)

Any organizational success is tied to the communication process. The morale of the members of the organization is improved with adequate communications. On the other hand - lack of communication tends to breed misunderstanding, suspicion, and mistrust (Grieder, 1969: 112). In most organizations communications are usually either:

one-way communication - from the top down Administration to Faculty
or
two-way communication - Administration to Faculty; Faculty to Administration
or
three-way communication - Administration to Faculty; Faculty to Administration;
This Is Best Faculty to Faculty

When we communicate effectively - in essence, we exchange roles - (We need to put teachers in place of administration, and vice-versa. Also, parents). React to words from both points of view! There must be equality in the sending/receiving of information!

Communication is not an easy task! Many times the communicator is a long ways off and cannot clarify the message! However, the response should be fed

back to the communicator. The only way a determination can be made of effective communication is that it is acknowledged either verbally, in writing, or changed behavior! The feed-back phase is very important!

A free flow of ideas in a school between all the partners in the educational process is a critical ingredient in effective communication. Who is responsible for communications at school? Not just the administration, but everybody must bear the some of the burden. Changes cannot occur unless the teacher, or the principal or the students know that something is not right at school. Communications grease the wheels of change!

Communication in education has become increasingly important. There has always been a lag between new ideas and acceptance of new ideas. It takes time to assimilate new knowledge and implementation of new techniques of teaching and administration. Communication is not the answer to all our problems at school - but it is an important first step.

The word communicate comes from the Latin word communis - meaning "to share, to make common." Wilbur Schram says that a "commonness" can be established with another person or group by sharing information, ideas, or attitudes.

We need to look at our problems through another person's glasses! How do we do this? By having better faculty meetings, having an open mind about discussing school problems, no secrets - but honesty. Do you feel your administrators tell you all you need to know? More than you need to know?

Communication is a reciprocal process - it will only be as good as the willingness of the individual to send a message and the openness of an individual to receive it! (Too many times, the administration is too busy to receive the meaning, or a teacher is tired when the principal is talking.) So - Communication must have mutality, equality, and reciprocity, without this - there cannot be a free flow of ideas.

We have many messages we try to communicate at school: But the most important is that:

1. The chief job at our school is to develop the potential of each student for achieving excellence.
2. That students need to lead fulfilled lives.
3. To develop a responsible individual that can live in a free society.

To do this we must all work together - Principal, Teacher, Parents! We need to communicate that not only are we interested in the brains of their children - but their hearts and spirit as well - and all work together to bring this about!

To create an atmosphere conducive for excellence at school - students must have models. What kinds of models do principals, teachers and parents give to the students? This nonverbal communication is very important.

If all our communication efforts are successful - and all administrative-teacher needs are met and we do not meet the needs of the students - our school is a failure. The student must be the beneficiary of our actions!

There are several errors or mistakes we make in the communication process:

1. You can't be right or knowledgable about everything!
2. We mistakenly assume that all communications are overt - specific - most of our communications are just the opposite!
3. Communications do not flow smoothly - such as through a conductor-like water flows through a pipe - it is more accurate to say it is a sluggish backward and forward flow in a leaky pipe.
4. Just because you are interested in a subject is no sign that anyone else thinks it is important.
5. The COIK Fallacy (acronym for Clear Only If Known!) - many times you send a message and it is received but the interpretation of what is send is many times a problem.

HOW TO IMPROVE COMMUNICATION:

1. Think of messages as being varied - not alike. They may deal with skills, attitudes. Directors must be specific - you must know what you are trying to convey.

2. Be brief. Talk and speak less - not more - you have less to receive and interpret. (Use a rifle - not a shotgun approach.)

3. You don't communicate with a public - but publics! Administration - teachers - students - parents - businessmen - etc. are all interested in the students.

4. Tell the truth - even when it hurts. In the absence of truthful information, gossip and rumor will fill the space - communication thrives in a spirit of truth and trust! One should ask: Are you really an objective reporter of you perceptions?

5. The best communications are person-to-person.

6. Avoid the idea of selling your ideas to anyone! Effective communications are not a buyer-seller relationship - at school there are no customers! We are serving each other in a mutually advantageous relationship. Don't "sell" but explain, demonstrate, make clear, share ideas and feelings in a mood of mutuality.

7. Don't tell people more than they need to know. Sometimes people can't see the forest for the trees. Tell what they want to know!

8. Write and speak English not Educationism. Have someone "edit" your verbal remarks or written messages - you may know what you are saying - but no one else may!

9. Don't be too proud of your ability to communicate effectively. Get feedback - you may not be doing such a good job.

10. Remember there is always a lot of competition for the receipt of messages. T.V., radio, classes, staff, etc. are all communicating! You have to get in line. The future of our students must remain the top priority!

Our communications must have bi-focal vision - we need to see what is around us - yet be able to more clearly see the specifics of the long view.

Communications must become a planned, systematic effort - throughout the district to be effective. A school should evaluate their communication, identify weaknesses and correct them. These efforts should be made to enhance the process through staff development, etc. It must have a high priority for administrators - teachers - students.

A Communication Emphasis Might:

1. Increase personal contact throughout the system. Through a determined effort by administration.

2. Develop attitudes about communication - generate ideas from all sources to improve the process. How does the faculty really feel about how their communications are received?

3. Have objectivity in the communications program.

4. Create ways to "walk in the other person's shoes" - see their point of view before making criticisms of individual or position.

Rectify Situations Like:

1. Lack of administrative leadership - this hurts the communication process, diverts attention from teaching, brings into prominence petty differences and personal irritations.

2. Poor instructional practices - when there is no definite philosophy about teaching - either among teachers or from the administration - friction may develop and feelings may be hurt.

3. Unethical conduct - we can't teach 4th graders because the 3rd graders are not taught well! Gossip and rumor are unethical forms of professional behavior.

4. Division of responsibility - sponsorship or activities such as the school newspaper may need to be passed around. Too many times, willing teachers are worked to death!

5. Formation of cliques - small exclusive groups create communications, but the wrong kind. Self-interests, criticisms are the result of cliques. Cliques thrive where communications are poor!

(Kindred, 1976: 138-40)

SUMMARY

It can be readily seen that personnel performance and organizational effort are closely related. The individual's understanding of what the school expects him to accomplish and how, how it plans to achieve its aims, and whether it considers his work satisfactory all depends upon the communications network.

It is generally argued that within an organization there are many instances of failure to communicate, and this results in unsatisfactory individual performance, misunderstandings, resignation, lack of concern for the system with goals, and a

general decline in coordinated behavior. In the final sense - communication is an organization's peripheral nervous system; without it, organizational behavior is haphazard. (Castetter, 1976: 500)

Cooperative Efforts Between Administrators and Faculty:

FINALLY

The skill to work	+	the will to work	=	Teamwork
1. To provide information and understanding necessary for group effort.		2. To provide the attitudes necessary for motivation, cooperation, and job satisfaction.		3. Better communication gets better job performance and more work satisfaction.

(Davis, 1977: 372)

COOPERATIVE EFFORTS BETWEEN ADMINISTRATORS AND FACULTY

How much cooperation now exists in these areas?

1. The decision-making process -- input at the grass-roots level.
2. Facility planning -- office space, classrooms, laboratories.
3. Influencing planning and budgeting for instruction.
4. Defining the goals of the school.
5. Defining or assigning goals to be accomplished.
6. Responsiveness to individual needs of the faculty.

How often are these words used to describe cooperative efforts?

1. Interdependance -- it is necessary for total integration of staff.
2. Mutual support -- a team effort to get the job done.
3. Openness -- sharing of feelings, ideas.
4. Cooperation -- all discussing problems openly and laying basis for decision.
5. Interaction -- get administrators, faculty and support personnel to talk about the mission of the school and how to get there.
6. Trust -- should exist across all levels of school.
7. Coordination -- pull all things together for accomplishment of goals.
8. Flexibility -- both faculty and administrators should not be entrenched.
9. Respect -- must be present to accomplish tasks.
10. Involvement -- are faculty members included in formative stages of planning.

How to bring about increased cooperation?

1. Keep the story of the mission of the school before the faculty at all times. Tell how the school is functioning and point out the individual role of the entire staff. How it is important for all to work toward common goals -- not special or individual interests.
2. Each staff person should examine how "I" perceive my role and the role of others.
3. Identify barriers to cooperative affects and get rid of them, such as titles, policies, procedures.
4. Remove layers of isolation between administrators and faculty and vice-versa.
5. Analyze how each individual and/or department is working toward this assigned goal and have them report to group on progress.

WHAT ADMINISTRATORS CAN DO TO IMPROVE COMMUNICATION

1. Organize a speakers' bureau composed of staff and board members to speak to PTA's and community groups.

2. Ask business and industry representatives to exhibit their materials and products and discuss their activities with students.

3. Install a hot-line or rumor control telephone to answer questions from callers to check on possible trouble areas.

4. Invite representative groups or parents to have an early morning breakfast at a local school once a week. Solicit their concerns, problems of their children and what suggestions they have to improve conditions.

5. Hold briefing sessions once or twice a year with bartenders and beauticians.

6. Hold brief seminars every six months with realtors and real estate sales persons. Give them printed materials to distribute to new residents.

7. Form student advisory committees to study problems and make recommendations.

8. Publish a fact book containing administrators' and teachers' addresses, policies, locations of schools and other information of value to parents. Publish similar booklets for teachers and students.

9. Conduct human relations seminars for staff and students.

10. Study the management styles of administrators. Counsel those who seem to possess "anti-humanistic" attitudes of relating to people.

11. Provide news releases to newspapers, radio and television stations and community leaders.

12. Send thank-you notes to staff and students who go above and beyond call of duty.

13. Publish a staff newsletter weekly.

14. Sit and eat with students in the cafeteria.

15. Conduct surveys of citizens to learn of their thoughts about schools.

16. Invite citizens into schools to observe programs.

17. Prepare weekly (even brief daily) reports for local radio and television stations.

18. Conduct public tours of buildings on a periodic basis.

19. Send birthday and other appropriate cards to members of the staff.

20. Set up a bulletin board in each shcool and post lauditory materials (letters for jobs well done, newspaper stories, notices) on it.

21. Teach for at least one class period each week.

22. Meet with each staff member at least once a year.

23. Make a slide show about a new program and make it available to community groups.

24. Conduct seminars on public relations for top administrators and teachers.

25. Place suggestion boxes in all schools and the central office.

26. Invite citizens and students to participate in teacher in-service training programs.

27. Encourage community and student participation in curriculum planning.

28. Send one-page superintendent's newsletter to all employees each week.

29. Recognize staff and student achievements at board and staff meetings.

30. Sponsor a toastmaster's club locally and encourage administrators and teachers to join to improve speaking skills.

31. Publish guidelines on how to avoid jargon in writing.

32. Conduct neighborhood seminars on problems of local interest.

33. Be accessible specified times to staff, students and parents to discuss problems, gripes or suggestions.

WHAT TEACHERS CAN DO TO IMPROVE COMMUNICATION

1. Maintain an open door to parents at all times.
2. Make an inventory of the human resources in the school community.
3. Call the parents of every child in a class at least once a year to report on the child's progress.
4. In elementary grades, send notes home once a semester with at least one positive comment about each child.
5. Serve on the system's communication advisory committee.
6. Arrange displays of student art work in windows of local business.
7. Arrange displays of student art work in windows of local business.
8. Hold luncheon meetings with parents of young children in school cafeterias.
9. Hold demonstration classes for parents and other citizens.
10. Schedule meetings at times when it is convenient for fathers as well as mothers to attend them.
11. Coordinate preparation of articles by students in the school's student newspaper.
12. Conduct a "Meet the Press" session in class with the superintendent, the principal, a board member as guest and students as reporters.
13. Switch classes with a nearby parochial or private school teacher once or twice a year.
14. Assist students in a study of the functions of the school board.
15. Request released time for home visits, conferences and planning.
16. Help students publish a class newspaper and send it home to parents.
17. Attend at least two board meetings each year.
18. Write articles about classroom activities for the weekly newspaper.
19. Study classroom management styles--strive to seek a humanistic approach.
20. Prepare a slide show on how a classroom activity to show at a PTA meeting.
21. Help students make a Super-8 movie of a play to show to parents.
22. Assist high school students in setting up a tutoring service for other students.
23. Participate in the system's speakers' bureau.

24. Form an "innovative ideas" council of teachers.

25. Set up a student achievement bulletin board to exhibit art work, letters, citations, etc.

26. Arrange breakfast with parents in the school cafeteria to discuss children's progress and parent relations and suggestions.

27. Appear on the school district's programs on the community's cable television system.

28. Help students write and tape record a play, skit or report for broadcast to the entire class.

29. Help students write letters to the editor or local newspaper on issues of concern to students.

30. Urge the local radio station to prepare a student personality feature each week.

31. Stimulate the administration to implement in-service programs and workshops on the role of teachers in public and human relations.

32. Volunteer to switch duties for a day with an administrator.

33. Give children opportunities to vote--after discussion and debate--on how or when they will do certain activities or what activities they will do.

REASONS FOR INEFFECTIVE COMMUNICATION

1. When communications fail to have any downward flow, the administrators are usually better informed than the teachers.
2. Communications become ineffective when the employee receives more information from the top superior than his immediate superior.
3. If the teachers and administrators do not share a common frame of reference, communication dwindles and is ineffective.
4. Administrators who do not make themselves available for conference shut the door to communications.
5. The messages relayed throughout a system are often too "cold," thus. effective communications needs an air of warmth.
6. All of the members of an organization need a better knowledge of public relations.
7. When there is only one-way communication, the organization will not function as effectively.
8. Lack of participation in organizational activities sometimes brings about ineffective communication.
9. Failure to supply pertinent information in a clear, concise manner can cause poor communication.
10. When communications are cut off from any direction, it ceases to be effective in the particular system (Brenner and Sigband, 1972) (Mayer, 1970).

Brenner, Marshall H. and Norman B. Sigband. "Organizational Communication," Paper Presented to Industrial Board, April, 1972.

Mayer, Frank C., "Internal Communications," The Clearing House. 44:290-295, January, 1970.

MAXIMS IN THE CHANGING OF OPINIONS

1. There will probably be more opinion change in the direction you want if you explicitly state your conclusions than if you let the audience draw their own.

2. Pleasant forms of distraction can often increase the effectiveness of persuasive appeals.

3. Arguments presented at the beginning or at the end of a communication will be remembered better than arguments presented in the middle.

4. Sometimes emotional appeals are more effective, sometimes factual ones; it depends on the kind of message and kind of audience.

5. Initial evidence indicates that humor is not an effective persuasive technique.

6. A person's everyday behavior can be influenced by the actions of total strangers.

7. Opinions which people make known to others are harder to change than opinions which people hold privately.

8. More of the desired opinion change may be measurable some time after exposure to the communication than right after exposure (the "sleeper effect").

9. The people you may want most in your audience are often least likely to be there.

10. In our society, women are more persuasible than men.

11. The more extreme the opinion change that the high credibility communicator asks for, the more actual change he is likely to get.

12. Often the most "sensational" forms of persuasion are among the least effective in producing long-term attitude change.

COMMUNICATION??

A SCHOOL SUPERINTENDENT TOLD HIS ASSISTANT SUPERINTENDENT THE FOLLOWING:

> "Next Thursday at 10:30 a.m. Halley's comet will appear over this area. This is an event which occurs only once every 75 years. Call the school Principals and have them assemble their teachers and classes on their athletic fields and explain this phenomenon to them. If it rains, then cancel the day's observation and have the classes meet in the auditorium to see a film about the comet."

ASSISTANT SUPERINTENDENT TO SCHOOL PRINCIPALS:

> "By order of the Superintendent of Schools, next Thursday at 10:30, Halley's comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students where you will be shown films, a phenomenal event which occurs only once every 75 years."

PRINCIPALS TO TEACHERS:

> "By order of the phenomenal Superintendent of Schools, at 10:30 next Thursday, Halley's comet will appear in the auditorium. In case of rain over the athletic field the Superintendent will give another order, something which occurs once every 75 years."

TEACHER TO STUDENTS:

> "Next Thursday at 10:30, the Superintendent of Schools will appear in our school auditorium with Halley's Comet, something which occurs every 75 years. If it rains, the Superintendent will cancel the comet and order us all out to our phenomenal athletic field."

STUDENTS TO PARENTS:

> "When it rains next Thursday at 10:30 over the school athletic field, the phenomenal 75-year old Superintendent of Schools will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Halley and the Comets."

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CONFERENCING

CONFERENCING

Countless hours are spent attending conferences. Many of them are held because the leaders believe it is about time to get a group together, because last year it was suggested that another conference be held, or because it is traditional to have an annual conference. Often these reasons contribute a rather shallow basis for the meeting.

The term conference means, "to bring together." To most of us a conference means a meeting for the purpose of information giving, decision making, problem solving, exchange of information, fact finding, problem identification, planning, or inspiration. A conference can be described as a pooling of experiences and opinions among a group of people who have special qualifications in the area, or among people who are capable of analyzing a problem from information provided by competent leaders.

If a conference is to bring about group action and changes in attitudes, the delegates must be participants and not just listeners. They must participage not only in the conference but also in its planning.

Some features of good conferences that utilize the dynamics of groups are:

1. The conference is planned around the interests, needs, and problems of the participants, not those of the organizers.
2. The participants come to the conference knowing they are coming to work and not just to listen.
3. Time is taken to review the conference objectives, the conference methods, the responsibilities of those attending, and the roles to be performed by the resource persons, group leaders, and other personnel.
4. The conference should encourage the expression of participant's ideas.
5. The conference should strive to achieve high productivity.

6. Time is taken as the conference goes along for the participants to look at their progress and to make suggestions for improvements.

7. The final session of the conference is used for the participants to make decisions and commitments to carry out these decisions. (Beal, 1967: 282-83)

Because . . . . conferences have turned out to be a valuable method of clearing up sources of misunderstanding and of interpreting the instructional programs, conferences have become an accepted practice in many school systems (Kindred, 1976: 127). The Conference facilities should enhance the face-to-face communication between educators for the purpose of exchanging information and suggestions to encourage individual development. Further, this face-to-face communication can be designed to help direct learning efforts through conference activities in such fields as planning, evaluation, expectations, responsibility, behavior, cultivation of new interests, goal setting, and discussion of pertinent ideas (Grieder, 1969: 255-56). More . . and . . more common are individual conferences being held between school officials and heads of various social agencies and civic organizations as well as business and professional leaders. Such conferences often lead to better understanding of the school's problems and valuable assistance in their solution (Sumption, 1966: 67).

Like people, conferences have some characteristics in common, as well as some important differences. Some conferences are a one-time thing; others happen regularly. Some last an hour, others a day or several days. Whatever the shape, size, and dimensions of your conferences, here are some common characteristics to think about. These will affect your decision-making as you plan your meetings, and lead them, or help others lead them.

1. People - all conferences have people involved. There may be as few as three or as many as several hundreds or thousands, depending on what the conference is all about.

2. Purpose - all conferences have reasons for people coming together. Sometimes these purposes, or hoped for outcomes, are clearly stated, and sometimes they are taken totally for granted.

3. Atmosphere, climate - all conferences have an atmosphere or climate. Sometimes it just happens, more often it is planned to ensure providing the kind of atmosphere that will facilitate a productive meeting.

4. Place and space - Conferences are held in a space and place, and as one thinks about a place and space it is important to consider the following characteristics: the access to the space, its size, the kinds of movable furniture available, the acoustics, the cost, whether or not there are adequate parking facilities, how this space relates to the purpose of the conference, equipment needed, lighting, temperature controls, rest-room facilities.

5. Costs - all conferences have some kind of cost attached to them. Some of these are carried in a regular ongoing budget; such as program or board budget.

6. Time dimensions - all conferences have beginnings and endings, although the actual length of time may vary greatly. Also within that time there is some kind of planned sequence of events, or agenda items.

7. Worl before conferences - some conferences are carefully planned beforehand, others just happen. It is important to think about and plan for the people who are coming.

8. Plans, program, agenda - all conferences have some kind of a meeting plan, though again some of these plans are thought out beforehand and some are not made till the meeting actually starts.

9. Beginnings, middles and endings - all conferences, whether they are one hour or several days in duration, can be looked at in terms of beginning, middle and ending.

THE THREE STEPS OF PLANNING FOR A CONFERENCE . . .

1. What can we summarize as information about the needs, interests, expectations of the participants and the individual differences among them?

2. What are possible purposes/outcomes of the meeting that would actualize the needs and expectations of the participants and the planners?

3. What are possible activities, materials, human resources, and agenda items that would facilitate the achieving of the priority outcomes?

Redfern lists eighteen guidelines that can be used as a framework for a successful evaluation conference. They are:

1. Avoid the "boss complex." Help the teacher feel that the principal doesn't consider himself foremost as a member of the "administrative hierarchy."

2. Clarify the role of the principal and teacher in the evaluation setting.

3. Seek to establish that both the teacher and the principal should be primarily concerned with the educational welfare of the pupils rather than their own self-interest.

4. Be conscious that the evaluator's personality, as well as that of the evaluatee--good or bad, will have an influence upon achievable results in the conference.

5. Strive for unity in leadership effort and action among all administrators in the building.

6. Be willing to let the teacher express his feelings in the conference without risk of censure or reprisal even if they may be markedly different from those of the evaluator.

7. Provide for privacy.

8. Safeguard the confidential nature of any matter requiring it.

9. Avoid asking for opinions on the spot; allow time for consideration.

10. Strive for a climate of mutual respect.

11. Be prepared to take as well as to give.

12. Be honestly committed to the concept that the teacher, principal, and supervisor are members of a team working for the best interests of a good educational program.

13. Take the initiative in encouraging the teacher to make constructive criticisms.

14. Provide opportunity for the discussion of school problems.

15. Invite suggestions; when made, try to do something about them.

16. Don't give the teacher the brush-off when problems are presented.

17. Try to be aware of what the teacher is doing in his classes; be conversant with general developments in his field of specialization. Leave the technical aspects to the supervisor,

18. Don't talk too much; don't let the teacher talk too little (Redfern, 1974).

THE COMMITTEE CONFERENCE

Involvement in the conference process requires special skills for which educators have usually had very little professional preparation. The lack of training can result in poorly planned meetings. A conference can be one of the most helpful and productive of all techniques - or it can be a frustrating waste of time.

I. The Conference Process

A. Consider the teachers feelings

1. Often feel inferior to the committer.
2. Often feels uncomfortable in the presence of the committer.
3. Sometimes feel incompetent to handle their problems.
4. Are afraid of being blamed, attacked, or hurt.
5. Sometimes feel reluctant and feel inadequately prepared.
6. May be afraid that they will not be able to answer questions satisfactorily.
7. May be expected to come up with answers they don't have.
8. May have just the OPPOSITE of the above concerns.

II. Planning the Format

A. Important Considerations:

1. Conferencing GIVES specific information concerning the teachers' development.

a. By examples observed by committer.
b. By listening to comments.
c. Hearing opinions.
d. By listing ideas.
e. Discussion of plans.

2. Conferences GET information. Be prepared to get valuable information by:

a. Listening objectively to the committee members.
b. Observing carefully the committee's actions.
c. Reflecting accurately upon emotions during the conference.
d. Questions that will generate pertinent information.

3. Finding Solutions - Develop a joint plan for initiating behavioral change.

a. Make a list of several positive things about the teacher. (Success in one area can lead to success in others.)
b. Choose one thing that really concerns the committee. (Working on one problem keeps from overwhelming the teacher and increases chances of achieving success.)
c. Write down things to be accomplished to help achieve success.
d. Plan a specific date and method for the next conference.

4. Follow-Up

   a. Objective is to evaluate the agreed upon plan and to consider what future concerns need to be specified in the future.
   b. Also provides an opportunity for all participants to share their findings.

III. Some Basic Tips

A. Greet each committee member in a friendly way. Here are a few tips:

1. Be sure your records are up-to-date and glance quickly at the committee members' names just before the conference begins.
2. Do not assume anything!
3. Be sure to state the conference's purposes clearly and, in the next sentence, to refer to the teacher.

IV. Some Basic Strategies

A. Don't sit behind a desk while others are not comfortable.

1. A conference room with lounge chairs is ideal.
2. (Or) set up a table and chairs.

B. Get your paperwork organized in advance. Have at hand:

1. Your evaluation forms
2. Committee minutes
3. Notes
4. Calendar

C. Have in mind a general plan of what you want to say at the conference, but be flexible. For instance:

1. "I have the observation form that I can go over with you."
2. (Or) "I can make some general comments about your performance."
3. (Or) "We can go over your own questions and areas of concern."
4. "Which would you prefer?"

V. Some Basic Traps to Avoid

A. Do not flounder in generalities.

1. Don't tell teachers that they are "not doing too well" or "you are doing OK!"
2. Give them specific suggestions that <u>may</u> help the teacher.
3. Give behavioral.

B. Do not engage in doubletalk.

1. Honesty is almost always the best policy.
   a. Don't use fancy terms you learned in college classes.
   b. Forget about sandwiching complaints between compliments.

C. Do not play the role of expert.

1. Don't call the teacher in and try to make improvements by yourself. Communicate with the committee.
2. Your role as a committee member is to conference, observe, evaluate, and communicate.

D. Do not be rude, whatever the provocation.

1. Don't get in a shouting match.
2. Be civilized and as pleasant as possible.
3. Hear angry teachers out if you think it will help.

Conclusion:

By providing multiple opportunities to work together and to see each other on a regular basis, the committee can prevent problems before they start. A conference is successful when the members and the teacher go away from it feeling good about each other.

Paraphrased from:

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OBSERVATION

INSTRUCTIONAL OBSERVATION

This guide was developed as a team approach to instructional observation. It appears to have value for consideration as administrators consider this phase of evaluation.

Preface: the cycle as described below is designed as a training model. In a regular on-the-job situation, less time would be available for analytical, preparatory, and follow-up activities but the same behaviors and modes of thinking would be appropriate. In the training model, a team of observers provides the supervision, and the interactions within the team provide a significant training/learning opportunity. The leader of the observation team, in particular, has opportunity for helpful feedback from team members concerning his leadership behavior. Primary focus, however, is upon person or group whose work is observed.

In the training program, an observed episode of 10, 15, or 20 minutes generally provides an abundance, if not an overload, of useful data.

Introduction

A. Key Concepts

(1) The provision of useful feedback to the observed individual or group: (a) to a team as it works, (b) to an individual teacher at work, (c) to an individual teacher in a group role (e.g. team leader).
(2) "Peer supervision" as a powerful and effective stimulant to individual professional growth.
(3) In-Depth (and deliberately exaggerated) experience with the usually-neglected functions of planning and evaluation.
(4) Vicarious growth-in-understanding of one's own teaching repertoire (and how it may be modified) by observing and analyzing other repertoires in action.

B. Purposes

1. The systematic analysis of instruction (or other professional behavior) helps the trainees to
   a) Generate useful pedagogical criteria for the evaluation of teaching;
   b) Learn and use the rationale, the skills, and tools for
      (1) observing other professionals at work
      (2) functioning as a group member
      (3) initiating, conducting, and concluding a conference with a person or group one has observed
      (4) analyzing one's own professional behavior (e.g. teaching).

2. To generate enthusiasm among trainees for an active supervision program, capable of enlivening the professional climate in their work situation and facilitating educational change processes.

C. Overview: Steps in the Cycle

(1) Preparation
   (a) Preliminary planning and arrangements.
   (b) Pre-observation conferences with the teacher (or group) to be observed.
   (c) Final pre-observation planning (as necessary).
(2) Observation
(3) Post-observation analysis and strategy session.
(4) Supervisory conference.
(5) Post conference analysis
   (a) Private self-criticism session
   (b) (in some instances) Post-conference analysis by the observed teacher(s), reviewing the effectiveness of the supervisory conference and the overall cycle.

The Cycle

A. The Pre-observation Conference

(1) Purposes
   (a) To obtain information as to the teacher's intentions (Objectives of the lesson; planned procedures; criteria of evaluation, etc.)
   (b) To establish a "contract" between the observers and the teacher: Items or problems on which the teacher wants feedback, etc.
   (c) To agree on any "ground rules" that may be needed (How observers should deploy; use of tape recorders or not; time limits; etc.)

(2) Possibilities
   (a) The conference can serve to relax both parties, by allowing for frank discussion of any uneasiness or concern.
   (b) Especially during a second or third observation cycle, the conference serves as a communication link with the past and provides for redirecting attention to leftover agenda, changes recently made, etc.
   (c) In some cases, the conference can be devoted to a rehearsal (or practice) of devices and techniques to be used.
   (d) Last-minute revision or modification of plans, as a result of questions raised in this conference, are not only possible but desirable; the observation group then shares with the teacher a keen interest in assessing the effectiveness of the plan.

(3) Prior to the observation, the team should agree on the specific assignments of each of its members, such as who will operate recording equipment (if any), who will gather data on each aspect of the lesson, etc.

B. The Observation

(1) In general, the observers should have agreed in advance on (a) where and how to locate themselves, (b) who will be responsible for observing (and recording) what, (c) whether or not to be "essentially invisible" and detached from the observed events, and (d) when, or in what manner the observation will be terminated.

(2) Use of audio tape, video tape, etc. is highly recommended wherever feasible.
(3) Collecting, processing, and interpreting data implications for team assignments and activities during observation.

A. Collecting Data - alternative basic procedures
   1. Videotape as a means of collecting data - advantages and limitations.
   2. Audio-tape: advantages and limitations.
   3. Hand-recording as a data-collection procedure.
      (a) By itself
      (b) In combination with another collection procedure
   4. Other mechanical or hand systems for data collection.
   5. Photography, motion and still: uses as adjunct procedure.
   6. Assembling artifacts, exhibits, models, examples, and other memorabilia of a lesson.

B. Collecting Data - codes, schedules, space-maps, formats to guide and/or facilitate data-gathering: advantages and limitations.
C. Collecting Data - role and behavior of the collector during the observed episode.
D. Collecting Data - selected variables to consider: time, phases or sequences, inferred antecedents, nonverbal communication, interactional patterns, observer impact, etc.
E. Processing and Re-arrangement of Data - culling sorting, sampling, tallying, notching, compressing, classifying.
   1. Linking data with observer's assigned tasks.
   2. Making connections with data from prior observations.
   3. Discarding extraneous material, if appropriate.
F. Interpreting Data - linking the observed events to prior data and interpretations (if possible).
G. Interpreting Data - testing hypotheses through collected evidence.
H. Interpreting Data - filtering out the immediately-useful and/or manageable.
I. Interpreting Data - preparing for conferencing.

C. <u>The Strategy Session</u>

(1) Purposes
   (a) to "reconstruct" the observed events (essentially, as historians attempting to agree on what actually happened).
   (b) Assessment of the observed lesson, in terms of
      (1) The teacher's own intentions.
      (2) Pedagogical criteria (especially, those which have been generated within the total team).
      (3) The teacher's own "pattern" and history (as it becomes known).
   (c) Consideration of the supervisory implications of
   (d) Development of a plan (strategy) for helping this teacher
      (1) Points, questions, ideas, problems (etc.) to be raised or elicited during the conference.
      (2) Roles to be played (by leader, members) during the conference.
(2) The "Ten-Minute Rule": Following the observation, and until the team has been considering available <u>data</u> for <u>at least ten minutes</u>, it is <u>absolutely forbidden</u> for anyone to utter an opinion ("that was a good lesson"), render a judgement ("he achieved what he was trying to do with little Johnny"), or otherwise commit oneself to a conclusion. Team leaders should be prepared to penalize anyone who violates this rule ("you have to buy all our lunches today because you broke the rule").

(3) Commentary

(a) This lesson usually lasts longer than was predicted: it therefore makes sense to have an open-ended understanding with the teacher as to the starting time of the supervisory conference.

(b) The strategy must include determination of priorities, since probably not all the possible criticisms and suggestions can or should be brought up in the supervisory conference.

(c) The observation team must aim to establish a climate within which supervision may take place. People have to be ready to hear what you are ready to say, or to voice the ideas you are attempting to steer them toward. There are many perceived threats to the individual and his perception of himself, and the observers/supervisors must create an atmosphere of credibility (e.g., analysis supported by concrete evidence) and of trust (with reference to the observer's competence, motives, and essential "optimism" vis-a-vis this teacher's future). Such a climate is established by

(1) using the ground-rules of "inquiry" teaching; examine ideas, without intent of hurting people; open all ideas to examination; be flexible, objective, etc.

(2) assigning priority to those items of teaching behavior that are amenable to change in the time (and under the conditions) available. The deper, underlying patterns of a teacher's behavior are less amenable to change in a short program than are the relatively more superficial things (such as technical behavior).

(3) dealing with behavior, not with the person. Avoid psychologizing, analyzing people, etc., and steer clear of ethical and other more dangerous problems.

(4) select only a few of the amenable behaviors on which to work, to keep the task manageable and to insure that reward-for-change will be within each teacher's immediate grasp.

(5) work with strengths, when possible, rather than with weaknesses. It's easier to recognize and to talk about the failures.

(d) The strategy session should continue until the group has agreed on some specific, achieveable approaches that can be presented to, or elicited from, the teacher. It should also strive to identify behavioral criteria that will help the group to know that the message has actually "got across."

(e) Be sure the team has agreed on a strategy for opening the supervisory conference, including what will be said, in what tone of voice, and by whon.

D. The Supervisory Conference

(1) Note that the supervisory conference is itself an observable example of teaching supervisory behavior, which can later be analyzed either by the participants or by a "supervisory observation team" whose members would observe and analyze the entire cycle.

(2) The central purposes of the conference are to provide feedback and to provide a basis for the improvement of future teaching. Among other features or purposes are

(a) to provide adult rewards and satisfactions
(b) to define and authenticate issues in teaching
(c) to offer didactic help (if appropriate)
(d) to train the teacher in techniques for self-supervision
(e) to develop incentives for professional self-analysis

(3) The burden for insuring that goals are reached, for maintaining the pace of the conference, for coping with problems that arise, for deciding when to depart from strategy (e.g. to terminate) if the strategy fails, etc., rests primarily with the team leader. In the post-conference analysis, feedback should be provided to the leader with respect to his/her performance.

(4) When the conference has been completed, it is sometimes appropriate to invite the teacher to comment on the value of the conference, on points that have been made, and on follow-up that seems fitting.

E. The Post-Conference Analysis

(1) This is usually a private session, and its purpose is, in effect, group self-criticism. However, it is also legitimate to include the observee in this session, at least for part of the time.

(2) Purposes
   (a) To reconstruct, as appropriate, the events of the conference.
   (b) To assess the conference, in terms of
      (1) the observation team's own intentions
      (2) supervisory criteria
      (3) apparent value of the conference to the teacher
   (c) To consider the implications of this event, vis-a-vis the development within this team of greater professional skills.
   (d) To evaluate the observation team's skill (individually in each role, and for the group as a whole) in handling the several phases of the cycle.

(3) Commentary
   (a) In a sense, this analysis represents supervision's "super-ego", its conscience. It provides a basis for assessing whether supervision is working productively. Pluses and minuses are examined, and the group decides to modify its supervisory practices accordingly.
   (b) Participation in the observation cycle, and especially this part of it, helps the participants to better understand the intellectual and the emotional dimensions or the teacher's work.
   (c) Among the matters to discuss are: the techniques of the observation team (and its members, e.g., the leader); implicit and explicit assumptions that were made; values; emotional variables; technical and process goals.(Anderson, 1977)

OBSERVATION - MORE THAN JUST LOOKING

With increase of hands-on or field experience in the earlier stages of preparation sequence, it has become more and more important to distinguish between looking at or being in a classroom and making systematic observations concerning the persons and physical facilities involved in the profession of teaching. These various points are indicated by the outline below.

I. Physical Facilities
   - A. The room in general
   - B. Equipment
   - C. Materials

II. Teacher
   - A. Style
   - B. Strategies
   - C. Critique

III. Students
   - A. Objectives
   - B. Activities
   - C. Learning Styles
   - D. Rapport

IV. Course
   - A. Content
   - B. Goals/Objectives
     1. Short term (daily)
     2. Middle term (weekly or unit)
     3. Long term (course objectives)
   - C. Where did I as observer walk in?

V. Attitude of the Observer
   - A. Before class - Preconceived notions
   - B. During the observation
     1. In a hurry
     2. Pretending to be a student/teacher
     3. Remained aloof
     4. Able to interact with student/teacher
   - C. After the observation
     1. Reflection
     2. Was I a disturbance? Why? Why not?
     3. Questions I have concerning the observation
   - D. Observations
     1. Important observations
     2. Puzzling observations
     3. Problems noted

VI. Sequence of Events
   - A. Categorized
   - B. Evaluated in light of reflection
   - C. Interactions observed

Synopsis of Presentation by
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OBSERVATION GUIDE

Following are some suggestions to aid in observation:

1. Make observations of the schools in terms of commonalities to other schools in which you are familiar:

   A. Architecture, Facilities, School Location

   B. Faculty
      1. racial or ethnic members
      2. how dressed
      3. apparent attitude toward and relationship with students
      4. relaxed or up-tight

   C. Student Body
      1. racial or ethnic members
      2. how dressed
      3. apparent attitude toward school
      4. relaxed or up-tight

2. What do the teachers appear to be concentrating on in instruction?

   A. content
   B. skills
   C. socialization
   D. disicpline

3. What teaching methods do the teachers seem to be using the most?

   A. lecture
   B. discussion
   C. recitation
   D. role-play

4. Does the school appear to be governed by a strict structured policy or one of loose and unstructured?

5. What seems to be the social interaction between

   A. student-teacher
   B. student-student
   C. teacher-teacher
   D. female-male

6. What is the type of language used in communicating with students?

   A. positive, encouraging, etc.
   B. negative, sarcastic, etc.
   C. non-verbal: acceptance or rejection of student comments

OBSERVATION

I. The Educational Observer
   a. Exhibits a professional behavior style,
   b. Works to improve quality of instructor; and,
   c. Interprets data gained from:
      1. direct classroom observation
      2. not intuition or global value judgements

II. The Process
   a. Relationship established with teacher.
   b. Before instructional observation - a pre-observation should occur to establish procedures, processes.
   c. Observe and collect data.
   d. Interprets data and determines strategy for sharing with teacher.
   e. Post-observation conference to share collected data.
   f. Focus on how closely the events in classroom correlate to intentions of teacher.
   g. Determine where to start cycle over.

III. The Observer Characteristics
   a. Good observers are generally good teachers.
   b. Should possess common skills of teacher.
   c. Will not force a teaching style on teacher. A good teaching style can be fostered.

IV. Role of Observer
   a. Is reflective in nature - help teacher reflect on what was intended in lesson.
   b. Analyze data - what actually happened in lesson, identify differences between perceived and actual intents.
   c. Assisting teacher to focus on areas of future improvement.

V. Skills of Observer
   a. Interpersonal communication - verbal and non-verbal (quality of relationship with teacher is important).
   b. Gathering data - through classroom observation (must be relevant to teacher and objective of lesson).
   c. Able to make brief meaningful observations of teaching (informed - using behavioral examples).
   d. Analyze data (looking for patterns of teacher behavior).

VI. After the Observation
   a. See that the teacher:
      1. Perceives that the data is relevant to goals.
      2. Recognizes patterns in data.
      3. Participates in identifying differences in intents and actual performance.
      4. Develops a personal committment to continued improvement.

VII. Finally
   a. Observer must continually work on observation skills and raise sophistication level.

SUPERVISION BY OBJECTIVES

Colleges comcentrate generally on two areas: content (what to teach) and methods (how to teach).

I. Assumptions of Supervision
   a. It is to improve instruction.
   b. Teaching (and supervision) consists of patterns and practices of behavior that can be identified and analyzed.
   c. Supervision can be improved by practicing techniques.
   d. Supervision/observation can only be successful in an air of mutual trust/ open communication and positive relationships.

II. Supervision Practices
   a. Must focus on instructional concerns expressed by teacher - supervision helps clarify concerns and arrives at a behavioral definition to provide focus for supervision.
   b. There is a positive relationship between supervision and instruction.

III. Supervision Model
   a. Consists of four components (a competent supervisor is one who can demonstrate the ability to):
      1. Provide a proper orientation to instructional supervision.
      2. Be a model of good instruction.
      3. Implement the model.
      4. Carry out evaluation procedures.
   b. Prepare teacher for planning, implementing, and evaluation of instruction.
   c. Assist in formulating objectives for curriculum guidelines - supervision and instruction should formulate strategies.
   d. Evaluate level of learners - relate ability to objectives.
   e. Develop learning strategies.
   f. Evaluate process.
   g. Supervisor must aid teacher in implementing instructional plans to enhance student learning.
   h. Both supervisor and teacher should evaluate the teaching process.
   i. Supervisor might need to demonstrate good teaching practices.

IV. Supervisor Competencies Consist of the Ability to:
   a. Develop strategy for supervision.
   b. Observe teaching process.
   c. Analyze the observation data.
   d. Conduct conferences.
   e. Critique instructional process.
   f. Make recommendations.

V. Process
   a. Supervisor/teacher reach agreement on how process will proceed
   b. Supervisor/teacher revise plan for lesson reaching agreement on how objectives will be accomplished.
   c. Supervisor/teacher reach agreement on desired level of performance.
   d. Performance level will serve as target to grade teacher.
   e. Agreement on how data is to be recorded/analyzed.

f. Written recordings of data.
g. Complete analysis of data.

VI. Post observation conference
a. Reconstruct lesson.
b. Determine relationship of contract objectives - note things to add or delete.

Supervision is viewed as a process resulting in growth on part of the participants - supervisor and teacher. Critique focuses on teachers' feelings about supervision process.

Supervisor must be aware of the impact of the practice. Supervision is a helping process.

Supervision styles will range on a continuum of directive to non-directive - this style is much determined by the supervisor's personality.

Through data gained by supervision - we will be able to make professional judgements about teaching competence. We must then communicate this data to the teacher.

LEARNING THROUGH OBSERVATION

Observation can be important in aiding teachers in identifying effective and ineffective behavior as a basis for improvement.

I. Techniques of Observation
   a. Constructive criticism and compliments should be specific. Rapport with students is important.
   b. Provide evidence when criticism and/or compliment is justified.
   c. Record observations of effective and ineffective behavior for later discussion and modification.

II. Systematic Observation

Systematic observation is a method of recording teacher and student behavior in a standard manner - so later comparisons can be systematically noted and differences documented. Procedures must be simple. Use observation instruments for continued use.

Note (things to look for):
- Teacher movement
- Student interactions
- Teacher recognition of students
- Pupils attending/not attending
- Student discipline
- Student/student relationships - student/teacher relationships

LISTENING SKILLS

ACTIVE LISTENING INCLUDES THE FOLLOWING COMPONENTS:

1. Blocking out external stimuli.
2. Attending carefully to both the verbal and nonverbal messages of the speaker.
3. Differentiating between the intellectual and emotional content of a message.
4. Making inferences regarding the feelings experienced by the speaker.

CRITICAL STEPS IN DEVELOPING THE SKILL OF ACTIVE LISTENING:

1. Personal Inventory . . . Effective listening requires that you be aware of your own feelings, prejudices, and expectations about the speaker. Ask yourself:
   A. How do I feel about the speaker and the topic being discussed?
   B. Do I really want to hear what that person is saying? What is my role? Am I here to act as critic? As a problem solver?
   C. Do I genuinely want to help the speaker if he/she presents a problem?
   D. Can I accept the feelings and attitudes of the speaker if they are different than my own?
   E. Can I accept the speaker as someone separate from myself -- a unique person?

2. Attending skills . . .
   At this point, your attending skills become important. Establish eye contact, relax, and listen. Attend directly to both verbal and nonverbal cues of the speaker. What messages are being delivered? What is the tone and pitch of the speaker's voice? Is he/she speaking loudly or softly; rapidly or slowly? What are the hand and body movements saying? This is a "doubly difficult" task. It requires you to look and listen simultaneously.

3. Identifying the speaker's feelings . . .
   As the conversation proceeds, try and make private inferences about what the speaker is feeling. Is he or she sending congruent messages? In other words, are the verbal and nonverbal messages consistent with each other? An incongruent message is easy to spot. It is like looking at a child whose body is rigid, whose hands are clenched, and who says to you with stuttering words, "Everything is C-c-cool!" Try to answer the question "How does this person feel toward the topic being discussed?"

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EVALUATION

TEACHER EVALUATION

Educators need to establish a philosophical base for evaluation. By definition, evaluation is a cycle of planning, implementing, observing, and correcting. It provides feedback which can be used for personal and program development. It is also a way to confirm behavior supportive of school system goals.

Evaluation is a significant facet in the field of education. You've all heard the old gag "How's your wife? Compared to what?" - in education we do make comparisons - we must compare our good teachers with our poor ones - or dismiss them! This sounds pretty harsh - but that is what administrators are paid to do! Let's begin by defining evaluation. One definition is to ascertain or fix the value or worth of; to examine and judge, to appraise and estimate. This is what we do to our staffs!

In evaluating anything, you must:

1. Select the desired attributes
2. describe in terms of the observed attributes, and then
3. compare the desired with the described.

Teacher evaluation is a basic and important function of an administration. A school executive without accurate knowledge of the strength and weaknesses of his personnel will not be able to effectively bring about needed improvement. The judgements of administrators and supervisors contribute greatly toward the effectiveness of teachers. If the best teachers are to be selected, be given tenure, and be recognized, a school must have a sound evaluation program to determine who the best teachers are. This evaluation program must certainly be effective in determining the status of first-year and probationary teachers.

Evaluation is an inevitable process - one that is difficult for both administration/supervisors and teachers! We are all evaluated - AND we evaluate - every day. Did you get to work on time? Did you kiss your wife this morning?

Do I look OK?, etc.

Traditionally, school administrators are expected to make decisions that affect the education of our children. A systematic method of evaluating personnel performance is important and essential to the accomplishment of this task. Teacher evaluation helps determine decisions concerning employee transfer, demotion, promotion, and dismissal (Kobb, 1974: 84). This method serves as a guide for salary advancement, analysis of teacher performance for self improvement, and increases the effectiveness of a system as a whole. This system can also test the validity of the recruitment and selection processes (Castetter, 1962: 3).

Evaluation can further be defined as a matter of deciding what we want, describing what we have, and then making judgements about the latter in relation to the former (Harris, 1979: 289).

There are 3 phases we need to be concerned about in evaluation:

1. Formative Evaluation - providing teachers with input to assist them in their teaching; the on-going process of evaluation.
2. Summative Evaluation - The judgements that are made at the conclusion of the formative evaluation process; retain, retrain, or nonreemploy?
3. Validation of the selection process - Did I do a good job of selecting the staff? (Harris, 1979: 290)

There is a big difference between dismissal and nonreemployment: dismissal means to remove now; nonreemployment means to not reemploy at the end of the contracted time.

Before administrators can do any kind of evaluation they need to develop a personal philosophical base that they are comfortable and confident with. Also, one they can defend if needed! Administrators need to think of evaluation as a cycle of planning, implementing, observing, and correcting. A question administrators must ask themselves is "How does your staff feel about evaluation?"

The way it is - the way it ought to be. (appendix A)

Evaluation should be a way to confirm behavior supportive of the school system goals. In personnel evaluation, we might consider the following 6 items:

1. In evaluation, we evaluate the job a person does, not the person himself.
2. In order to evaluate personnel, we must clearly define what we will be evaluating.
3. Setting objectives cooperatively with those to be evaluated is the best means of assuring that there will be agreement on what the objectives are.
4. Performance evaluation should be made on the basis of mutually agreed upon and cooperatively developed standards of performance which specify what is to be done and the means for measuring satisfactory completion.
5. We must provide those whose performance we are going to evaluate with all reasonable assistance to help them achieve success.
6. Evaluation should give each member of the school an opportunity to improve. (Coney, 1976)

The main purpose of evaluation is to find out if the person being evaluated is capable of teaching, and of improving his performance to better meet the goals of the school system. A plan of personnel evaluation for the purpose of improving instruction is not easily developed. Educators are professionals and fulfill roles which utilize art, skill, character, knowledge, and enthusiasm. Patience and tolerance should characterize the school board's attitudes as it develops its evaluation tools and requirements. The procedures, instruments, and philosophy of the evaluation system should include input from the faculty throughout the development process.

There must be standards when preparing a personnel evaluation policy. Some general evaluation standards might encompass: The person being evaluated should be a partner in the evaluation process; the evaluation should not be done to the person, but with the person; there should be cooperation and mutual respect; every

participant should know what is oging on, and evaluations should not be conducted in secrecy, but in an atmosphere that is open and friendly (Redfern, 1972: 11-12).

Evaluation must take a balanced humane view of everything the staff member does that affects progress toward the school district's goals. Some changes may be easily made as a result of an evaluation. The real challenge and the proper thrust for evaluation is encouragement and guidance toward greater competence. The evaluation process requires an evaluator to look at himself as well as at the evaluatee. Attention should also be given to the conditions of learning and teaching. School administrators, although usually schooled in good management techniques, frequently are not very effective when working with evaluation procedures.

Evaluation of teachers has often been a rating procedure and it has essentially been a one-way process. The act is viewed and judged with little discussion or comment. Evaluation ratings are generally inadequate. Teachers are frequently uncomfortable about the truth of performance ratings when the evaluator has little or no expertise in the area. Evaluation must be directly tied to performance. The process of improving skills is quite complex. Numerous methods have been developed in recent years. Unfortunately, few schools have put them to use. Classroom observation is a time honored method of attempting to appraise a teacher. Several timed visits are required for a true and fair evaluation (Kobb, 1974: 81-84).

One must keep in mind, it does not make sense to evaluate <u>anything</u> without first setting some sort of standard.

<u>What to evaluate</u>? What competencies do you want to look for or want to develop in your staff? Warmth, enthusiasm, understanding, knowledgeable in field, are they kind, friendly, responsible, systematic, stimulating, imaginative - these may be the characteristics you expect to find in good

teachers (the opposite you might expect to find in poor teachers).

Prior to evaluation, involve the faculty in designing the evaluative criteria, the instrument and the process.

The administrator should also communicate his philosophy to his staff, his expectations, his procedure during the pre-evaluation conference, then evaluate! In the post-evaluation conference point out problems - but spend most of the time building up the staff! Close on a positive note! It is recommended to have one announced and one unannounced visit per year and then close the year with a conference - to discuss things they might do over the summer.

How to evaluate?

1. Administrator/supervisor evaluation (most common)
2. Self-evaluation
3. Student evaluation
4. Peer evaluation

What to use?

1. Evaluation forms
2. Check lists
3. Rating scale
4. Behavioral examples

The improvement of teaching performance requires that duties and responsibilities of an assignment be specified. This may be accomplished during the pre-evaluation conference. In the post-evaluation conference areas of performance might be identified such as preparational ability, performance skills, management ability, professional responsibilities, working relationships, and personal abilities. The evaluator should monitor teaching performance to collect data and information that relate to the objectives being pursued (Redfern, 1972: 15).

The conferencing is extremely important. The evaluator's responsibility is to help the teacher view the evaluation as a positive rather than a negative

process. The evaluation conference will yield ideas for follow-up action. A discussion of performance objectives in an evaluation can be a means of enabling individuals to achieve goals which will contribute to improved performance (Herman, 1966: 13-14).

Teacher evaluation is a serious activity and should be high on the list of priority assignments. The following set of conditions may allow the evaluators to more effectively evaluate teachers:

1. A cooperative working relationship should be created between classroom teachers and administrators.
2. An air of mutual respect during the conference and staff meetings which would allow faculty members to realize that many objectives are being accomplished.
3. Supervision being thought of as an agent for constructive assistance.
4. Sufficient time for both evaluator and evaluatee to carry out assignments in a professional manner (Kobb, 1974: 81-84).

Teacher evaluation should be a systematic, continuous process. Evaluations are affected by the attitudes of the evaluator, and is reflective of their concept of measurement and evaluation (Know How, 1-2). Teacher evaluation is only as effective as the defined purpose for which it is to serve. Whenever evaluations are made, the criteria should be established beforehand. A teacher is rarely dismissed on the basis of one formal evaluation, but on the accumulation of several misconducts or inabilities to perform.

The Evaluation Process:

1. Pre-evaluation conference to communicate instructional philosophy, etc.
2. Distribute evaluation form, prior to visit.
3. Observe 30-40 minutes.
4. Post-evaluation conference.
5. List strengths and weaknesses.

6. Have teacher sign evaluation.
7. Give teacher copy of evaluation.
8. If the teacher does not agree with the evaluation, have them respond in writing.

A philosopher once said "the unexamined life may not be worth living." In the same light - an unevaluated staff may not be worth paying! By its nature - evaluation must come from the top down - from the school board to auxillary staff. The Board has the authority to hire - it also has the power to dismiss - provided the procedure is rational, legal, and in the best interest of the students! Each school board should have a staff evaluation policy, with the student at the center of deliberations. A policy should follow these accepted general standards:

1. The person being evaluated should be a partner in the evaluation process.
2. Evaluation must take a balanced, humane view of everything the staff member does that affects progress toward the district's goals; and,
3. The process must be clearly followed - i.e. number of visits, procedures, etc.

Summary:

Who do you evaluate? Subordinates and superordinates

When? At least twice a year - 3 preferably (more if needed)

Why? To bring about instructional and institutional improvement

If your hiring is good and your formative evaluations are effective - summative evaluations should be routine in nature and comparatively rare. Summative evaluation decisions are important and must be based on a process that is legally defensible. When the time comes, the administrator must face up to the dismissal process - it is the most difficult task the administrator has to do.

In summary, appraisal is an attempt to think clearly about each person's performance and future prospects of their role at school. Classroom evaluation

is essential in the process of helping teachers improve their abilities. It provides an effective base for discussing the ways of dealing with students and the problems encountered in the classroom. It is also imperative that those being evaluated participate in planning and implementing the system of evaluation in their school.

Appendix A

STAFF EVALUATION	
The Way It Usually Is	The Way It Ought To Be
Evaluation is threatening to educators.	Evaluation should be something that educators anticipate and want because it gives them insight into their own performance.
They see it as something that is done to them by someone else.	It should be something in which the staff has a part along with students, parents and the Board.
It is used mostly for determining status relative to dismissal, tenure, and promotion, even though instructional improvement is often advertised as its major purpose.	Evaluation should be used to diagnose each individual's performance so they can strengthen their weaknesses through in-service education.
Educators often are unaware of the criteria used to judge them.	Educators should take part in developing or selecting evaluation instruments so that they know the criteria against which they are judged.

(McKenna, 1973: 55-56)

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